Module 5 - Editing

Rationale: Regardless of what platform you use to edit your video, video editing is a key component of documentary film creation. You will transform raw footage into a compelling narrative, enhance your storytelling ability, and foster critical thinking skills. Video editing allows you to structure information, evoke emotions, and convey complex ideas effectively. This will enable you to craft a documentary which will engage and inform your audience.

Standards Alignment | Grades 5–12

Michigan English Language Arts

- **SL.5.4–SL.8.4; SL.9-10.4; SL.11-12.4:** Present information clearly and in a manner appropriate to the audience and purpose.
- **SL.5.5–SL.8.5; SL.9-10.5; SL.11-12.5:** Use digital media strategically to enhance communication.

Michigan Social Studies

- **P1.3 (Grades 6–8):** Communicate social studies ideas clearly through written, spoken, and visual formats.

ISTE Standards for Students

- **1.6.a – Creative Communicator:** Select appropriate digital tools to accomplish production and communication goals.
- **1.6.b – Creative Communicator:** Create original media and responsibly incorporate existing digital resources, including music and images.

Connection to Iconic Michigan: Editing video footage plays a crucial role in shaping the final product of a documentary, like Iconic Michigan. The editing process involves carefully sifting through what could be hours of footage to select the most compelling moments that align with the story's message. By incorporating different transitions between scenes, an editor creates a seamless flow that enhances the narrative. Adding music further amplifies emotions, helping to set the tone and engage the audience on a deeper level. Ultimately, these elements work together to tell a more impactful and cohesive story.

Media Literacy Connection: While ***What techniques were used to get my attention?*** *might seem to be the obvious media literacy connection for editing, let's explore* ***What values, lifestyles, and points of view are represented in, or omitted from, this message?*** Editing requires filmmakers to make choices about what to include, emphasize, and leave out. By making these decisions, editors shape the story an audience receives and influence whose voices and perspectives are represented.

🎬 Media-Making Skill Boost

Watch *How to Add Sound to Your Story* - https://tinyurl.com/4m2c69ue

- How could this skill support your own exemplar?
- How might you teach this concept to students?
- What challenges might students face with this skill?

Watch the short documentary from Iconic America - History of Stone Mountain - https://tinyurl.com/m56yz8kb
As you watch, pay attention to the different edits between video clips (shots). Try to identify each of the editing techniques as they appear throughout the short film.

- Edit - two video clips/shots "pieced" together digitally using a video transition.
- Dissolve/Fade - a classic editing technique used to transition between video clips/shots. Sometimes a dissolve can be used to bridge two scenes together.
- Cut - when one clip ends and another one begins.
- Lower Third - an area of the screen that is commonly used to display contextual information, such as a person's name, a location, or some other pertinent information.
- Voice Over (VO) - the voice of an unseen person on a television show, movie, or ad, the spoken words of a person that you cannot see.

Using Music in Your Iconic Michigan Videos
Music is protected by copyright, which means you cannot use popular songs or other copyrighted music in your videos without permission. This includes instrumental versions and even short clips of songs.

Students sometimes think that removing the lyrics or using only a few seconds of a song makes it okay to use. However, copyright protects both the musical composition (melody and arrangement) and the sound recording itself. Using only the instrumental portion of a song does not eliminate copyright restrictions. Giving credit to the artist also does not replace the need for permission.

Because Iconic Michigan videos may be shared on Detroit PBS social media platforms, using copyrighted music without permission will result in videos being removed.

For Iconic Michigan projects, use only our approved source for royalty-free music that does not require attribution. Remember: Just because music is available online doesn't mean you have permission to use it in your video.
Approved music source: https://www.no-copyright-music.com/

Additional Resources from Student Reporting Labs
1. In-Camera Edit — https://tinyurl.com/3en8aktc - Requires a planned sequence of shots before recording, emphasizing intentional editing decisions.

2. Editing 90-Second Stories — https://tinyurl.com/2vrk7r5z - A structured introductory workflow for assembling a short video.

Reflection:

1. In what ways can visual storytelling enrich the teaching and learning of core content in the classroom?

Possible Answer: It allows learners to make abstract concepts more concrete, engages students' attention, and fosters deeper understanding. It also supports diverse learning styles, making complex content more accessible.

2. What impact does the rearrangement of audio and video elements have on documentary stories?

Possible Answer: By adjusting audio and video, filmmakers can emphasize key moments, create smoother transitions, and elicit stronger emotional responses, which will enhance the storytelling experience.

3. Whose point of view was included or omitted from the story?

Answers will vary.